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ABSTRACT

A study was conducted to assess the current attitudes and beliefs of advisors to Future Homemakers of America/Home Economics Related Occupations (FHA/HERO) in Michigan and to identify a future direction for the organization. A 51-item survey was developed and mailed to 134 past and present FHA/HERO advisors in the state. The questionnaire consisted of 50 objective items pertaining to school demographics and advisors' attitudes toward certain aspects of the program, and an open-ended item asking respondents to write a response about the future direction of the organization. Sixty questionnaires (45 percent) were returned. Some of the results and conclusions of the survey were the following: (1) a majority of the advisors feel that Michigan FHA/HERO should offer both national and state competitive events during the state conference; (2) a majority of the advisors rated the following services as important or very important (training in developing student leadership skills, training in the skill action/star events program, and technical assistance in establishing or continuing a chapter); (3) a majority of advisors rated networking and professional recognition and satisfaction as important or very important to them; (4) a majority of the advisors rated external incentives such as publicity and awards as important or very important; (5) a majority of the respondents noted concerns in the areas of time limitations, course scheduling conflicts, declining enrollment, and state-mandated curriculum changes; and (6) a majority of the advisors reported time and course conflicts as the leading reasons students do not join the organization. (The report includes the survey instrument, 50 tables, and the responses to the open-ended question.) (Author/KC)

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ED 368 939

A Study to Determine the Attitudes of Advisors Regarding the Future Direction of the Michigan Association of FHA/HERO

Michael W. Nicholson. Ed. D.

Graduate Student

Department of Consumer Resources and Technology

Western Michigan University

Kalamazoo, Michigan

Final Report
April 12, 1994

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Abstract

A Study to Determine the Attitudes of Advisors Regarding the Future Direction of the Michigan Association of FHA/HERO

by
Michael W. Nicholson, Ed. D.

Background

During the Fall of 1993 a study was designed at Western Michigan University with the cooperation of the Michigan Department of Education involving past and present FHA/HERO advisors in the State of Michigan. Current changes in the State mandated life management education (LME) (formerly home economics) curriculum, State program staffing, and State funding provisions resulted in a focus on the issues and concerns faced by the advisors in the schools.

Purposes of Study

The major purposes in researching the past and present FHA/HERO advisors were to:

1. assess the current attitudes and beliefs about the organization, and;
2. identify a future direction for the organization.

Research Design

A 51 item *FHA/HERO Advisor Survey* was designed by the author and mailed to 134 past and present FHA/HERO advisors in the State of Michigan. The questionnaire consisted of 50 objective items pertaining to school demographics and advisors' attitudes toward certain aspects of the program. One open-ended item asked respondents to record their written responses concerning the direction that FHA/HERO should take in the future. Sixty questionnaires (44.8%) were returned.

Conclusions

The following conclusions can be drawn from the results of the related research:

1. A majority of the advisors feel that Michigan FHA/HERO should offer both National and State competitive events during the State conference.
2. A majority of the advisors rated the following services which could be provided from the State office and/or project consultant as important or very important: (1) training in developing student leadership skills; (2) training in the skill action/star events program; and (3) technical assistance in establishing or continuing a chapter.
3. A majority of the advisors rated the following FHA/HERO benefits to themselves as an advisor as important or very important: (1) networking with other LME professionals; and (2) professional recognition and satisfaction.
4. A majority of the advisors rated the following external incentives for their chapter's outstanding accomplishments as important or very important: (1) publicity in the local newspaper; (2) plaque/award, (3) letter from the school administration; (4) letter from the State advisor; and (5) publicity in the State newsletter.

5. A majority of the respondents rated the following advisor concerns relating to chapter management, and advisor and student interest as important or very important: (1) personal time limitations; (2) class/course scheduling conflicts; (3) declining enrollment in LME; and (4) State mandated LME curriculum changes.

6. A majority of the respondents rated a number of concerns as to why some students do not join FHA/HERO as important or very important: (1) involved in conflicting activities (e.g., sports, band, etc.); and (2) class/course scheduling conflicts.

Acknowledgements

A Study to Determine the Attitudes of Advisors Regarding the Future Direction of the Michigan Association of FHA/HERO was a project developed under the direction of Dr. Carl A. Woloszyk, Professor of Consumer Resources and Technology at Western Michigan University. This study was completed in fulfillment of the course requirement for CRT 710 Independent Research. It was financed by a grant to FHA/HERO from the Michigan State Board of Education, and mailing labels were made available by the Michigan Department of Education.

Special recognition and thanks are given to the following individuals who were instrumental in providing support by being on the survey review panel.

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Preface

A new life management education (LME) (formerly home economics) curriculum has been introduced in Michigan. As a result of the curriculum changes, schools are being asked to restructure and revise their current program offerings to continue as approved programs. In addition personnel changes at the State level and changes in the funding of FHA/HERO have occurred.

As a result of these changes, it was felt that an assessment of the current status of FHA/HERO activities was necessary in order to redirect the program and give it a new focus. To accomplish this a survey was developed and mailed to current and past FHA/HERO advisors. The goal was to assess the beliefs and attitudes of these advisors as well as to elicit their views concerning the direction that the organization should take in the future. The results of the study formed the basis of the seven recommendations that conclude the study.

Purpose

This survey was designed to analyze the current status of FHA/HERO and determine the direction the organization should take in becoming a viable part of the LME program in Michigan. In order to accomplish these goals, information was needed from current and past FHA/HERO advisors regarding the current program in their schools and their attitudes and beliefs about the organization.

Procedure

A survey instrument was developed in the fall of 1993 at Western Michigan University (WMU). Items were selected and adapted from two previous surveys including the 1992 National Survey of the Association Research Group and the 1987 Statewide Survey of the Michigan Association of Future Homemakers of America. The survey instrument was reviewed and approved by a panel of four individuals experienced with Michigan FHA/HERO. The final version consisted of a 51 item questionnaire accompanied by a NCS sheet for recording the 50 objective responses and one open-ended response. Mailing labels were provided by the Michigan Department of Education for 134 past and present FHA/HERO advisors. Questionnaires (Appendix A) were mailed in early December in envelopes also containing a cover letter (Appendix B), a NCS answer sheet (Appendix C), a #2 pencil, and a return envelope. Answer sheets were to be returned by December 17, 1993.

As of January 21, 1994 a total of 60 responses had been received for a 44.8% return rate. Included in this total were 40 responses from current FHA/HERO advisors and 20 responses from persons not currently serving as advisors. The responses were tallied by the WMU Testing Services. All respondants were asked to answer Items 1-13 and 36-51. These items, therefore, have an N=60. Only those currently serving as FHA/HERO advisors were asked to answer Items 14-35. Therefore these items have an N=40. Percentages in some cases may total to more than 100%. This is because of rounding considerations. Results for these objective items are found in Appendix D. Of the 60 respondents, a total of 43, or 72%, provided written comments for Item 51 concerning the direction that FHA/HERO should take in the future. These comments are found in Appendix E.

Demographic Data

A majority of the respondents, 75%, indicate that they teach most of their classes at the high school level (Table 1). Forty-three percent indicate that their schools are located in a small city or town having a population between 2,000 and 14,999 while 32% indicate that their schools are located in a rural area with a population under 2,000 (Table 2). Forty-eight percent indicate that the total enrollment in their school ranges from 500 to 999 students (Table 3). Sixty percent have been employed as a life management educator for more than 15 years (Table 4). Twenty-eight percent have been FHA/HERO advisors for more than 15 years while 27% have been advisors between 6 and 10 years and 25% have been advisors from 2 to 5 years (Table 5). All of those responding to the gender item, 98%, are female (Table 6). Fifty-three percent are between the ages of 40 and 49 (Table 7). Fifty-three percent have attained a master's degree as their highest degree (Table 8). Eighty-five percent are white (Table 9). Forty percent indicate that their school's total LME enrollment has stayed the same over the last five years while 33% indicate that it has decreased (Table10). Forty-seven percent indicate that the total enrollment in life management classes is 101 or more students (Table 11). Sixty-seven percent indicate that there is currently an FHA/HERO program at their school (Table 12). Sixty-seven percent are currently serving as FHA/HERO advisors (Table 13).

FHA/HERO Data

Most of the advisors, 73%, indicate that they advise a FHA (consumer and homemaking) chapter (Table 14). A majority, 78%, indicate that in their school a student does not have to be currently enrolled in a LME class to be eligible for FHA/HERO membership (Table 15) . Dues paying members number 20 or more in 50% of the chapters (Table 16). Fifty-two percent of the advisors indicate that their school's FHA/HERO chapter membership has stayed about the same compared to five years ago (Table 17). Eighty percent of the chapters include students with special needs (Table 18). FHA/HERO chapters are described as active by 65% of the advisors (Table 19). Fifty-two percent indicate that chapter activities took place out of class (Table 20). Thirty-five percent indicate that they spend approximately 1 to 3 hours per month on FHA/HERO chapter activities in class while another 35% indicate that they do not spend any class time on FHA/HERO chapter activities (Table 21). Forty percent indicate that they spend approximately 10 or more hours per month on FHA/HERO activities outside of class (Table 22). A large majority, 85% , of the advisors feel that Michigan FHA/HERO should offer both National and State competitive events during the State conference (Table 23).

Advisors were asked to rate the importance of certain services which could be provided from the State office and/or project consultant. Rated as important or very important in the following order were: (1) training in developing student leadership skills, 78% (Table 25); (2) training in the skill action/star events program, 73% (Table 26); and (3) technical assistance in establishing or continuing a chapter, 68% (Table 24).

Advisors were asked to rate the importance of a number of FHA/HERO benefits to themselves as an advisor. Rated as important or very important in the following order were: (1) networking with other LME professionals, 70% (Table 27); (2) professional recognition and personal satisfaction, 56% (Table 28); (3) travel opportunities, 43% (Table 30); and (4) earning extra compensation as an FHA/HERO advisor, 33% (Table 29).

Advisors were asked to rate the importance of several external incentives for their chapter's outstanding accomplishments. Rated as important or very important in the following order were: (1) publicity in the local newspaper, 80% (Table 32); (2) plaque/award, 78% (Table 31); (3) letter from the school administration, 76% (Table 34); (4) letter from the state advisor, 60% (Table 35); and (5) publicity in the state newsletter, 56% (Table 33).

All respondents were asked to rate the importance of a number of advisor concerns relating to chapter management, and advisor and student interest. Rated as important or very important in the following order were: (1) personal time limitations, 84% (Table 37); (2) class/course scheduling conflicts, 75% (Table 44); (3) declining enrollment in LME, 55% (Table 39); (4) State mandated LME curriculum changes, 51% (Table 40); (5) lack of money to support advisor participation, 45% (Table 36); (6) lack of FHA/HERO support materials, 40% (Table 41); (7) poor image of FHA/HERO among life management educators, 38% (Table 38); and (8) lack of board of education support, 35% (Table 43) and lack of administrative support, 35% (Table 42).

All respondents were asked to rate the importance of a number of concerns as to why some students do not join FHA/HERO. Rated as important or very important in the following order were: (1) involved in conflicting activities (e.g., sports, band, etc.), 68% (Table 47); (2) class/course scheduling conflicts, 65% (Table 44); (3) know about the organization but do not see the benefit, 50% (Table 48); (4) unaware of the organization, 40% (Table 46); (5) dues are too high, 28% (Table 45); (6) lack of support for the organization by the LME teacher, 20% (Table 50); and (7) do not like chapter activities, 13% (Table 49).

Recommendations

The survey results provide a basis for the following seven recommendations:

Michigan FHA/HERO should continue to offer both National and State competitive events during the State conference.

The State needs to continue to provide technical assistance in establishing or continuing a chapter as well as training in developing student leadership skills and training in the skill action/star events program.

Advisor promotional activities of FHA/HERO relating to advisor benefits need to focus on providing networking opportunities with other LME professionals as well as opportunities for professional recognition and personal satisfaction.

FHA/HERO needs to provide a program of external recognition for chapter accomplishments including awards, press releases, and letters to school administrators who, in turn, will recognize the accomplishments of local chapters.

The events used for the State conference need to be aligned with the State mandated curriculum.

Leadership and career development conferences should continue to be held in inexpensive locations such as college campuses.

A major communication effort needs to be directed toward current and prospective advisors about the potential benefits of joining FHA/HERO.

Appendices

Appendix A

Letter to Advisors

College of Education
Consumer Resources and Technology

Kalamazoo, Michigan 49008-5067
616 387-3704
FAX: 616 387-3353

WESTERN MICHIGAN UNIVERSITY

December 2, 1993

Dear FHA/HERO Advisor:

You have been selected to participate in a survey concerning FHA/HERO. The survey is part of a study being conducted by faculty from the College of Education, Department of Consumer Resources and Technology to determine the current status and future direction of FHA/HERO.

Please complete the survey using the enclosed #2 pencil. Our field test of the survey indicated that it will take approximately 30 minutes to complete. Your responses to the survey will be compiled for data management purposes only. Your individual responses and your school will not be identified, and the data will be kept confidential.

The completed NCS sheet should be returned by **Friday, December 17, 1993** in the enclosed self-addressed envelope and mailed to:

Western Michigan University, Attn: CRT Dept.
1201 Oliver Street
Kalamazoo, MI 49008-9985

We thank you in advance for your time and assistance.

Sincerely,

Carl A. Woloszyk, Ph.D.
Professor

Michael W. Nicholson, Ed.D.
Principal Investigator

Marsha LaHaye
FHA/HERO State Director

Charles K. Arensmeier
Consultant
Michigan Department of Education

Appendix B

Survey

FHA/HERO ADVISOR SURVEY

Introduction

The purpose of this survey is to examine your perceptions about FHA/HERO in Michigan schools. There are no right or wrong answers. Whenever possible, the statements are designed to be based upon your actual experience with FHA/HERO.

Instructions

1. All responses should be recorded with a #2 pencil on the answer sheet.

2. Read each statement carefully. Record your answer by darkening the space beneath one of the response options (1-5) on the separate answer sheet.

3. Your perceptions based upon your experience with FHA/HERO are important. All responses to the survey will be kept confidential, and individual teachers will not be identified.

4. Please begin the survey by completing the demographic data section. The completion of the survey is expected to take approximately 30 minutes. Thank you in advance for your time and assistance.

Demographic Data Section

1. At what grade level do you teach most of your classes?

    1. Elementary School
    2. Middle School
    3. High School
    4. Area Vocational School

2. Which one of the following best describes the location of your school?

    1. Large city (over 50,000)
    2. Suburb or medium-sized city/town (15,000-50,000)
    3. Small city/town (2,000-14,999)
    4. Rural (under 2,000)

3. What is the approximate total enrollment in your school?

   1. Under 250 students
   2. 250 to 499 students
   3. 500 to 999 students
   4. 1,000 to 1,499 students
   5. 1,500 or more students

4. How many years have you been employed as a **life management educator**?

   1. This is my first year
   2. Two to five years
   3. Six to ten years
   4. Eleven to fifteen years
   5. More than fifteen years

5. How many years have you been a **FHA/HERO advisor**?

   1. This is my first year
   2. Two to five years
   3. Six to ten years
   4. Eleven to fifteen years
   5. More than fifteen years

6. What is your gender?

   1. Female
   2. Male

7. What is your age?

   1. Under 30
   2. 30 to 39
   3. 40 to 49
   4. 50 to 59
   5. 60 or over

8. What is your highest attained degree?

   1. Bachelor's degree
   2. Master's degree
   3. Specialist's degree
   4. Doctor's degree
   5. Post-doctoral work

9. What is your ethnic background?

    1. Asian
    2. Black or African American
    3. Hispanic
    4. Native American
    5. White

10. Compared to five years ago, has your school's total life management education (LME) enrollment . . .

    1. Increased
    2. Stayed about the same
    3. Decreased

11. How many total students are enrolled in the life management classes you teach?

    1. 25 or under
    2. 26-50
    3. 51-75
    4. 76-100
    5. 101 or more

12. Is there currently a FHA/HERO program at your school?

    1. Yes
    2. No

13. Are you currently a FHA/HERO advisor?

    1. Yes
    2. No

If your answer to Item 13 is "Yes," continue with Item 14 and complete the remaining items. If your answer is "No," go to Item 36 and complete the remaining items.

FHA/HERO Data Section

14. What type of chapter do you advise?

    1. FHA (consumer and homemaking)
    2. HERO (life management related occupations)
    3. Combined FHA/HERO
    4. HERO team

15. In your school, must a student be currently enrolled in a LME class to be eligible for FHA/HERO membership?

    1. Yes
    2. No

16. How many dues paying members are in your chapter?

    1. Under 5
    2. 5-9
    3. 10-14
    4. 15-19
    5. 20 or more

17. Compared to five years ago, has your school's FHA/HERO chapter membership . . .

    1. Increased
    2. Stayed about the same
    3. Decreased

18. Does your chapter include students with special needs?

    1. Yes
    2. No

19. How would you describe your FHA/HERO chapter?

    1. Extremely active
    2. Active
    3. Not very active

20. Where do your chapter activities take place?

    1. In class
    2. Out of class
    3. Some in class and some out of class

21. Approximately **how many hours per month** do you spend on FHA/HERO chapter activities in class?

    1. None
    2. 1-3 hours
    3. 4-6 hours
    4. 7-9 hours
    5. 10 or more hours

22. Approximately **how many hours per month** do you spend on FHA/HERO activities outside of class?

    1. None
    2. 1-3 hours
    3. 4-6 hours
    4. 7-9 hours
    5. 10 or more hours

23. What competitive events do you feel that Michigan FHA/HERO should offer during the State conference?

    1. Only National competitive events
    2. Only State competitive events
    3. Both National and State competitive events

For Items 24 to 26 please rate the importance of these services which could be provided from the state office and/or project consultant according to the following scale:

    1. Not important
    2. Somewhat important
    3. Important
    4. Very important

24. Technical assistance in establishing or continuing a chapter

25. Training in developing student leadership skills

26. Training on the skill action/star events program

For Items 27 to 30 please rate the importance of these FHA/HERO benefits to you as an advisor according to the following scale:

    1. Not important
    2. Somewhat important
    3. Important
    4. Very important

27. Networking with other LME professionals

28. Professional recognition and personal satisfaction

29. Earning extra compensation as an FHA/HERO advisor

30. Travel opportunities

For Items 31 to 35 please rate the importance of these external incentives for your chapter's outstanding accomplishments according to the following scale:

1. Not important
2. Somewhat important
3. Important
4. Very important

31. Plaque/Award

32. Publicity in local newspaper

33. Publicity in state newsletter

34. Letter from school administration

35. Letter from state advisor

Past surveys of chapter advisors and students have indicated several types of concerns relating to chapter management, and advisor and student interest. For Items 36 to 44 please rate the importance of these concerns as an advisor according to the following scale:

1. Not important
2. Somewhat important
3. Important
4. Very important

36. Lack of money to support advisor participation

37. Personal time limitations

38. Poor image of FHA/HERO among life management educators

39. Declining enrollment in LME

40. State mandated LME curriculum changes

41. Lack of FHA/HERO support materials

42. Lack of administrative support

43. Lack of board of education support

44. Class/course scheduling conflicts

For Items 45 to 50 please rate the importance of these concerns as to why some students do not join FHA/HERO according to the following scale:

1. Not important
2. Somewhat important
3. Important
4. Very important

45. Dues are too high

46. Unaware of the organization

47. Involved in conflicting activities (i.e. sports, band, etc.)

48. Know about organization but do not see benefit

49. Do not like chapter activities

50. Lack of support for the organization by the LME teacher

51. Please use the bottom of the answer sheet to write in any comments you might have concerning the direction that FHA/HERO should take in the future.

Appendix C

Answer Sheet

WESTERN MICHIGAN UNIVERSITY

18
FORM NUMBER 3

PRINT YOUR NAME IN THE BLOCKS PROVIDED. FILL IN THE CORRESPONDING CIRCLE IN EACH COLUMN.

LAST NAME | FI | MI

SOCIAL SECURITY NUMBER

FORM

DATE: MO | DAY | YR

USE NUMBER 2 PENCIL TO COMPLETELY FILL RESPONSE CIRCLES.

EXAMPLE 1 2 3 4 5 — T A● B C D E

1 T A B C D E	11 T A B C D E	21 T A B C D E	31 T A B C D E	41 T A B C D E
2 T A B C D E	12 T A B C D E	22 T A B C D E	32 T A B C D E	42 T A B C D E
3 T A B C D E	13 T A B C D E	23 T A B C D E	33 T A B C D E	43 T A B C D E
4 T A B C D E	14 T A B C D E	24 T A B C D E	34 T A B C D E	44 T A B C D E
5 T A B C D E	15 T A B C D E	25 T A B C D E	35 T A B C D E	45 T A B C D E
6 T A B C D E	16 T A B C D E	26 T A B C D E	36 T A B C D E	46 T A B C D E
7 T A B C D E	17 T A B C D E	27 T A B C D E	37 T A B C D E	47 T A B C D E
8 T A B C D E	18 T A B C D E	28 T A B C D E	38 T A B C D E	48 T A B C D E
9 T A B C D E	19 T A B C D E	29 T A B C D E	39 T A B C D E	49 T A B C D E
10 T A B C D E	20 T A B C D E	30 T A B C D E	40 T A B C D E	50 T A B C D E

COURSE NUMBER

EXAM NO

SECTION

INSTRUCTOR

51.

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DO NOT WRITE ON THE BACK OF THIS SHEET

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Appendix D

Tables 1 - 50

Table 1

At what grade level do you teach most of your classes?

Elementary School	0 (0%)
Middle School	13 (22%)
High School	45 (75%)
Area Vocational School	2 (3%)

Table 2

Which one of the following best describes the location of your school?

Large city (over 50,000)	12 (20%)
Suburb or medium-sized city/town (15,000-50,000)	3 (5%)
Small city/town (2,000-14,999)	26 (43%)
Rural (under 2,000)	19 (32%)

Table 3

What is the approximate total enrollment in your school?

Under 250 students	4 (7%)
250 to 499 students	14 (23%)
500 to 999 students	29 (48%)
1,000 to 1,499 students	7 (12%)
1,500 or more students	5 (8%)
No response	1 (2%)

Table 4

How many years have you been employed as a life management educator?

This is my first year	1 (2%)
Two to five years	2 (3%)
Six to ten years	10 (17%)
Eleven to fifteen years	11 (18%)
More than fifteen years	36 (60%)

Table 5

How many years have you been a FHA/HERO advisor?

This is my first year	2 (3%)
Two to five years	15 (25%)
Six to ten years	16 (27%)
Eleven to fifteen years	4 (7%)
More than fifteen years	17 (28%)
No response	6 (10%)

Table 6

What is your gender?

Female	59 (98%)
Male	0 (0%)
No response	1 (2%)

Table 7

What is your age?

Under 30	2 (3%)
30 to 39	11 (18%)
40 to 49	32 (53%)
50 to 59	12 (20%)
60 or over	2 (3%)
No response	1 (2%)

Table 8

What is your highest attained degree?

Bachelor's degree	26 (43%)
Master's degree	32 (53%)
Specialist's degree	1 (2%)
Doctor's degree	0 (0%)
Post-doctoral work	0 (0%)
No response	1 (2%)

Table 9

What is your ethnic background?

Asian	0 (0%)
Black or African American	8 (13%)
Hispanic	0 (0%)
Native American	0 (0%)
White	51 (85%)
No response	1 (2%)

Table 10

Compared to five years ago, has your school's total life management education (LME) enrollment . . .

Increased	14 (23%)
Stayed about the same	24 (40%)
Decreased	20 (33%)
No response	2 (3%)

Table 11

How many total students are enrolled in the life management classes you teach?

25 or under	7 (12%)
26-50	5 (8%)
51-75	9 (15%)
76-100	10 (17%)
101 or more	28 (47%)
No response	1 (2%)

Table 12

Is there currently a FHA/HERO program at your school?

Yes	40 (67%)
No	19 (32%)
No response	1 (2%)

Table 13

Are you currently a FHA/HERO advisor?

Yes	40 (67%)
No	20 (33%)

Table 14

What type of chapter do you advise?

FHA (consumer and homemaking)	29 (73%)
HERO (life management related occupations)	1 (3%)
Combined FHA/HERO	7 (18%)
HERO team	3 (8%)

Table 15

In your school, must a student be currently enrolled in a LME class to be eligible for FHA/HERO membership?

Yes	9 (23%)
No	31 (78%)

Table 16

How many dues paying members are in your chapter?

Under 5	2 (5%)
5-9	7 (18%)
10-14	10 (25%)
15-19	1 (3%)
20 or more	20 (50%)

Table 17

Compared to five years ago, has your school's FHA/HERO chapter membership . . .

Increased	7 (18%)
Stayed about the same	21 (52%)
Decreased	11 (28%)
No response	1 (3%)

Table 18

Does your chapter include students with special needs?

Yes	32 (80%)
No	8 (20%)

Table 19

How would you describe your FHA/HERO chapter?

Extremely active	6 (15%)
Active	26 (65%)
Not very active	8 (20%)

Table 20

Where do your chapter activities take place?

In class	4 (10%)
Out of class	21 (52%)
Some in class and some out of class	15 (38%)

Table 21

Approximately how many hours per month do you spend on FHA/HERO chapter activities in class?

None	14 (35%)
1-3	14 (35%)
4-6	7 (18%)
7-9	3 (8%)
10 or more hours	2 (5%)

Table 22

Approximately how many hours per month do you spend on FHA/HERO activities outside of class?

None	2 (5%)
1-3 hours	7 (18%)
4-6 hours	7 (18%)
7-9 hours	8 (20%)
10 or more hours	16 (40%)

Table 23

What competitive events do you feel that Michigan FHA/HERO should offer during the State conference?

Only National competitive events	0 (0%)
Only State competitive events	5 (13%)
Both National and State competitive events	34 (85%)
No response	1 (3%)

Table 24

Please rate the importance of this service which could be provided from the State office and/or project consultant: Technical assistance in establishing or continuing a chapter

Not important	3 (8%)
Somewhat important	10 (25%)
Important	16 (40%)
Very important	11 (28%)

Table 25

Please rate the importance of this service which could be provided from the State office and/or project consultant: Training in developing student leadership skills

Not important	0 (0%)
Somewhat important	9 (23%)
Important	8 (20%)
Very important	23 (58%)

Table 26

Please rate the importance of this service which could be provided from the State office and/or project consultant: Training on the skill action/star events program

Not important	0 (0%)
Somewhat important	11 (28%)
Important	17 (43%)
Very important	12 (30%)

Table 27

Please rate the importance of this FHA/HERO benefit to you as an advisor:
Networking with other LME professionals

Not important	3 (8%)
Somewhat important	8 (20%)
Important	12 (30%)
Very important	16 (40%)
No response	1 (3%)

Table 28

Please rate the importance of this FHA/HERO benefit to you as an advisor:
Professional recognition and personal satisfaction

Not important	8 (20%)
Somewhat important	10 (25%)
Important	9 (23%)
Very important	13 (33%)

Table 29

Please rate the importance of this FHA/HERO benefit to you as an advisor:
Earning extra compensation as an FHA/HERO advisor

Not imprtant	9 (23%)
Somewhat important	18 (45%)
Important	7 (18%)
Very important	6 (15%)

Table 30

Please rate the importance of this FHA/HERO benefit to you as an advisor: Travel opportunities

Not important	13 (33%)
Somewhat important	10 (25%)
Important	10 (25%)
Very important	7 (18%)

Table 31

Please rate the importance of this external incentive for your chapter's outstanding accomplishments: Plaque/Award

Not important	3 (8%)
Somewhat important	6 (15%)
Important	12 (30%)
Very important	19 (48%)

Table 32

Please rate the importance of this external incentive for your chapter's outstanding accomplishments: Publicity in local newspaper

Not important	3 (8%)
Somewhat important	5 (13%)
Important	16 (40%)
Very important	16 (40%)

Table 33

Please rate the importance of this external incentive for your chapter's outstanding accomplishments: Publicity in state newsletter

Not important	6 (15%)
Somewhat important	12 (30%)
Important	15 (38%)
Very important	7 (18%)

Table 34

Please rate the importance of this external incentive for your chapter's outstanding accomplishments: Letter from school administration

Not important	3 (8%)
Somewhat important	7 (18%)
Important	17 (43%)
Very important	13 (33%)

Table 35

Please rate the importance of this external incentive for your chapter's outstanding accomplishments: Letter from state advisor

Not important	5 (13%)
Somewhat important	11 (28%)
Important	16 (40%)
Very important	8 (20%)

Table 36

Please rate the importance of this concern as an advisor relating to chapter management, and advisor and student interest: Lack of money to support advisor participation

Not important	11 (18%)
Somewhat important	18 (30%)
Important	15 (20%)
Very important	12 (20%)
No response	4 (7%)

Table 37

Please rate the importance of this concern as an advisor relating to chapter management, and advisor and student interest: Personal time limitations

Not important	2 (3%)
Somewhat important	7 (12%)
Important	13 (22%)
Very important	37 (62%)
No response	1 (2%)

Table 38

Please rate the importance of this concern as an advisor relating to chapter management, and advisor and student interest: Poor image of FHA/HERO among life management educators

Not important	17 (28%)
Somewhat important	17 (28%)
Important	14 (23%)
Very important	9 (15%)
No response	3 (5%)

Table 39

Please rate the importance of this concern as an advisor relating to chapter management, and advisor and student interest: Declining enrollment in LME

Not important	16 (27%)
Somewhat important	7 (12%)
Important	16 (27%)
Very important	17 (28%)
No response	4 (7%)

Table 40

Please rate the importance of this concern an an advisor relating to chapter management, and advisor and student interest: State mandated LME curriculum changes

Not important	10 (17%)
Somewhat important	15 (25%)
Important	11 (18%)
Very important	20 (33%)
No response	4 (7%)

Table 41

Please rate the importance of this concern as an advisor relating to chapter management, and advisor and student interest: Lack of FHA/HERO support materials

Not important	14 (23%)
Somewhat important	19 (32%)
Important	15 (25%)
Very important	9 (15%)
No response	3 (5%)

Table 42

Please rate the importance of this concern as an advisor relating to chapter management, and advisor and student interest: Lack of administrative support

Not important	21 (35%)
Somewhat important	15 (25%)
Important	15 (25%)
Very important	6 (10%)
No response	3 (5%)

Table 43

Please rate the importance of this concern as an advisor relating to chapter management, and advisor and student interest: Lack of board of education support

Not important	18 (30%)
Somewhat important	18 (30%)
Important	14 (23%)
Very important	7 (12%)
No response	3 (5%)

Table 44

Please rate the importance of this concern as an advisor relating to chapter management, and advisor and student interest: Class/course scheduling conflicts

Not important	9 (15%)
Somewhat important	8 (13%)
Important	15 (25%)
Very important	24 (40%)
No response	4 (7%)

Table 45

Please rate the importance of this concern as to why some students do not join FHA/HERO: Dues are too high

Not important	19 (32%)
Somewhat important	21 (35%)
Important	12 (20%)
Very important	5 (8%)
No response	3 (5%)

Table 46

Please rate the importance of this concern as to why some students do not join FHA/HERO: Unaware of the organization

Not important	21 (35%)
Somewhat important	11 (18%)
Important	16 (27%)
Very important	8 (13%)
No response	4 (7%)

Table 47

Please rate the importance of this concern as to why some students do not join FHA/HERO: Involved in conflicting activities (e.g., sports, band, etc.)

Not important	7 (12%)
Somewhat important	6 (10%)
Important	8 (13%)
Very important	33 (55%)
No response	6 (10%)

Table 48

Please rate the importance of this concern as to why some students do not join FHA/HERO:
Know about organization but do not see benefit

Not important	12 (20%)
Somewhat important	14 (23%)
Important	17 (28%)
Very important	13 (22%)
No response	4 (7%)

Table 49

Please rate the importance of this concern as to why some students do not join FHA/HERO:
Do not like chapter activities

Not important	31 (52%)
Somewhat important	18 (30%)
Important	5 (8%)
Very important	3 (5%)
No response	3 (5%)

Table 50

Please rate the importance of this concern as to why some students do not join FHA/HERO: Lack of support for the organization by the LME teacher

Not important	31 (52%)
Somewhat important	9 (15%)
Important	10 (17%)
Very important	2 (3%)
No response	8 (13%)

Appendix E

Item 51

Note: The comments concerning the future direction of FHA/HERO were compiled as submitted by the respondents.

FHA has a definite purpose in the future, but we need to sell what FHA provides—purpose and objectives. I believe it will have to be incorporated into the classsroom instruction because of the demands of the LME curriculum. I find with our curriculum and student needs, it's exhausting to keep everything together in a small school with one teacher. FHA must be given status as it is in other states with fantastic FHA programs such as Ohio and Texas.

Have very organized instructions on how to compete at the State level. Have practice meets at regional meetings.

I have only been in for 5 years, but there have been so many changes. F.H.A is an organization with a good history and a focus on learning skills for the future. Continuity would be your stronghold.

If we are to affiliate Nationally, then Star events are important! Why do we keep going "round" on this!!

It will take the Michigan F.H.A. a long time to recover from the damage that was done to the organization last year. The One year without caring State leadership hurt.

Being in a small school district, I am already advising a class and a S.A.D.D organization. I support HERO, but found out I was stretching myself too thin.

I was doing Hero-Team to help the High School program receive Carl Perkins funds, but she cannot generate enough students to meet the requirement. And she seems not to care. I personally got tired of trying to build a program she doesn't care to help.

I answered the above information as a former HERO-TEAM advisor. I have never been an FHA-HERO advisor.

If FHA-HERO is heading the direction indicated by the 1993 State Conference, we will not be affiliating much longer. Whoever heads the organization at the State level should understand and enjoy it. Charlie was the only figure of authority present that the advisors and members could communicate with and respect.

In order for FHA-HERO to compete with larger organization a BOEC, more student competition and availability—for example food service comp—cost for students especially those schools that must travel long miles.

It upsets me that $5.00 goes to Nationals and only $2.00 goes to help the State organization. I would like to see us get more support with financial fitness, peer power, and student body. These need to be stressed more at the State level. If we change our name, lets use Life Management in the name.

Acceptance in school curriculum financial support. Tie-in with other educational concerns (i.e., community service). Acceptance by administrators and students as a part of the course work.

It is becoming much too complex and less fun. Too costly—we are always raising money to participate in activities. Teachers with 4 preps have little energy left for more plans. If the rest of the school doesn't support your organization, it makes projects difficult.

In a small school and being a part time LME teacher there is no time for students or me to do the extra things. FHA is a good thing. I was a member in High School. Today we may have to think about not only making it part of the LME class but putting it with other activities such as band and sports.

Rename the organization.

Return to 1 day rallies for HERO-TEAM only like the 1990s.

This program is vital to students. It is needed for many students who do not participate in other school activities—band, sports, etc.

I feel FHA is in need of change, but many don't share my belief. As more activities have been made available to students, especially females, a group of our nature has decreased in being necessary for students to have something to do. My own chapter has this year tried to do more community service—which is the true reason FHA is to operate—and the students are loving it. Our State Competition has its importance, but I feel that students get more satisfaction in providing for others and receiving local recognition.Schools are more likely to fund a group that increases community awareness and increases school PR.

Poor image of FHA/HERO among male students—Males are teased about being a 'future homemaker'. They are even starting to tease some of the career oriented females about the 'homemaker' image—How about Life Skills or Life Management Skills, anything but the Homemaker image! Also #47 is increasing difficult.

LME classroom organization only—It is extremely difficult to keep activities going and interest up when, in today's society, we are constantly battling against every sport, after school jobs, and also Band (another class) activity! There never seems time left for anyone to meet!

FHA needs a name change and image change to better reflect LME in Michigan. We, as advisors, are looking to the State for support and clearly established competitive events. Our students may not participate in State competitions without qualifying first with a one rating at regional competitions—and there is no guarantee that there will be a state-run regional competition. My club's involvement has been limited by time conflicts, personal membership conflicts and a real lack of motivational leadership gained by attending this year's fall workshop.

Will we be getting the event (for State Conference) information soon?

LME curriculum changes need to be reflected in action event activities. Last year's changes were excellent ways to help students practice what they have learned. Most of my FHA activities are in the classroom. Teachers may need more instruction on how to do that and tie together classroom (LME) content.

Many students view FHA as a girl's thing connected to getting married and having kids. The name really turns them off.

I feel it is very important for this organization to continue to exist. Teachers must be given TIME to effectively support the organization—maybe an additional hour of planning.

At the State Conference—at Western—one of my major concerns is the responsibility for the students being 2 - 2 1/2 hours away from home. My 2nd year—I had a difficult time with a student wandering off. My 1st year the older students were very unruly all night—created quite an impression on my 7th and 8th graders—next year—they were more interested in partying instead of competing. I have a great deal of difficulty with financing the trip and transporting students.

Training to be an advisor is needed. LME educators that have never been in FHA don't know the value. Club membership is declining. After school events are becoming a safety issue in the urban setting. Many parents won't let children stay for clubs.

I would like to have a chance to meet with other FHA advisors outside the city. I was promised a chance to meet this last summer '93, but I never heard anymore about it (meeting before the conference in August). I'm always pleased with State and National meetings—well planned, well organized and relevant.

Since I am unfamiliar with the organization and this is my first year as an advisor, I shall withhold my comments until a later time. You might give me some idea of the time frame when students can expect their Teen Times magazine to arrive.

#5 We don't have an active FHA right now. The biggest reason is the lack of time by the LME teacher. I like the idea of making FHA/HERO part of a class, but I've never gotten my act together to do anything.

The year we belonged, the State Conference was changed to a much smaller activity. It was not offered the semester that I taught the class that was HERO. I now just do some of the activities that I liked from HERO, but we do not pay the dues. There was little benefit to the average student from membership.

Even though I serve a rather small group, most of these students aren't involved in many other activities. The students still enjoy what we do and encourage others to join. My group has been right around twenty over the years. We are down a little this year.

First of all, Question 28's answers are poorly organized. Personal recognition is not at all important to me, but personal satisfaction is! They are not the same. As for the future of FHA/HERO, I would like to see the Standards Project out of FHA. Their input—takeover—last year was devastating to the program, to my students, and to others. Follow the suggestions of the Advisory Board we set up. They were just ignored last year.

This club is so very important! No where else are family values and interpersonal relationships emphasized more!

Despite restructuring of Home Economics into LME, school districts are still eliminating courses. The requirement is that students have to have a semester of consumer homemaking. With elimination of all our middle school classes and partial loss of high school classes, we have fewer members. Students opt for work over a club because they value money more than social interaction.

I believe FHA/HERO offers students an opportunity to develop leadership, give service, assume responsibility and receive recognition. For many, they may not shine in any other area of the educational system. Through FHA students are leaders in the home, school and community—3 vital areas of society.

First of all many questions were hard to really answer accurately. Our school population? I put for H.S. only. I do teach LME at the middle school level, but I did not put those in my count. The questions seemed to lean toward wanting info from one level? Questions 36-44 I have great support, and this is important. I do not feel the questions gave us the positive option? OK for FHA. I think for some group to offer leadership skills/practice is of <u>extreme</u> importance. The types of students I get in FHA are often not in other school organizations. For them it is irreplaceable. For that reason though it is very hard to keep their interest high and ongoing—due largely to their own lack of self-esteem, self-discipline and leadership abilities. If we are to continue to grow with the changes that LME programs have been making, I feel from my experience we must move on with some changes in FHA-HERO. For our Chapter where money is a major item, we have no incentive for out-of-State participation. It is a real struggle for the members to commit to the State level activities. Part of me says the "in the classroom" has its advantages. However, for many that leadership experience does not continue unless it is extended as an out-of-class activity also. It is not like they can go from one class to another and practice leadership activities. In our school they do not do this in other classes except FFA activities and a <u>very</u> limited student council (very limited by numbers and who will win a position). A possible change could be to really promote the Power of One type activities for self-growth—work those a <u>lot</u> more into State level competitions allowing a bit of "show and tell" if you will. For a member it seems to do wonders for their pride. For my members who may have been in a certain class 2 years prior, it is sometimes difficult to show them the relevance of re-living something from 2 years past. The Challenge events seemed to me an interesting change. My members could easily dispense with some of the "Traditions." It's great to promote, however, the creed. Purposes read by the officers, etc. have for many become an "exercise in lip sinking". It has no real meaning. I do think if we are to continue with anything and in any form, it must be updated, relevant, and a lot shorter, and it must mean something to the present generation of youth. I do not know if any of this is helpful. I do feel any experience that FHA has given my kids in the past has been <u>positive</u>. That is the real issue that keeps me trying to continue with it (or something). They grow

and learn a great deal from the positives. For many it has given them a chance at being "center stage". That, I think, is so important.

Being a very small school my students don't have time to take LME classes. I'm down to one class which includes one semester of sex education for all ninth graders and one semester of general life management skills. My members want to participate at State events, but if they have to be enrolled in my class, we won't be able to attend the State Conference. I feel action events prove to be important to a student's portfolio.

From what I have seen of the FHA organization so far, it needs a new direction with more structure. I compare it to the other organizations such as the FFA and find it very unorganized. The FHA chapter I "fell into" only will do fundraisers and traveling trips. They have not done any individual projects, and a high majority of the members don't plan to. There is too much confusion at the State level to keep FHA where it is. I feel FHA needs a more solid structure and needs to become better organized.

The teacher turnover rate at our school has been great for the past 3 years. It is difficult to run a quality FHA program with major staff turnovers. Also, we need to somehow change the FHA/HERO name. I know this has been an issue for years.

Only chapter was at middle school. High school teachers not interested. Without access to vocational funds, our chapter soon spent too much time on fundraising so we could attend meetings in Lansing, etc.

The State Conference doesn't relate to the activities and projects our chapter is involved with in many ways. There is no interest in Action events. We are much more involved in service activities for our community.

We need more combined activities besides the State Conference. It can be done by area. This will be in addition to Regional Conferences. Leadership Conferences should be mandatory for all students. They serve only a few. I was disappointed in not having a local workshop held in Detroit this year. To build interest beyond the school level, children need to see other FHA members!